Mercyhurst College Lesson Plan

**Preservice Teacher** Sarah Kron  **Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# School / Grade 7th Grade- Formal Operational Stage Date Received\_\_\_\_\_\_\_\_\_\_ Date Reviewed\_\_\_\_\_\_\_\_\_

*(Cooperating Teacher Initials Required)*

**Lesson Title** Cross-Curricular Art: Postage Stamp Design  **Teaching Time** 45min. – 1 hr.

***Lesson Concept:***

The students will explore the basic concept and layout of postage stamps to create their own stamp design using ideas from another area of study.

***Standards****:*

**Academic Standards for Arts and Humanities**

* 9.1.8 A Know and use the elements and principles of each art form to create works in the arts and humanities.
* 9.3.8 A Know and use the critical process of the examination of works in the arts and humanities.
* 9.1.8 E. Communicate a unifying theme or point of view through the production of works in the arts.

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| ***Objectives***  (State in measurable terms what the student’s should/will be able to do as a result of the lesson.) | ***Assessments***  (The assessment should clearly state how student achievement of objective will be measured.) |
| 1. Understand the basic concept, layout, and details of a postage stamp.  2. Use the elements and principles of design to design a stamp that communicates ideas about a subject that they are studying in another class.  3. Explain how their stamp design incorporates an idea or inspiration from another area of study and the reason for their chosen design. | 1. Students will examine a variety of postage stamps to notice the characteristics and different designs and layouts of stamps.  2. Students will design a stamp using color, line, and shape to depict a specific concept they are studying in another class, such as science or history, while also incorporating the main characteristics of a stamp  3. Students will complete a worksheet with questions asking about their stamp design and the reason for their chosen design and layout. |

***Materials:***

9”x12” White Construction Paper, Color Pencils, Fine-Tip Sharpie Markers, Pencils, Variety of Postage Stamp Samples, Explanation /Self-Assessment Worksheet, and Grading Rubric

***Anticipatory Set***

Students choose examples of stamps that interest them in some way. Can anyone tell me what a postage stamp is used for? Ask the students why they chose the stamps they chose. Ask if the design, layout, colors, or text attracted them to the stamps they chose. Have them examine their stamps to notice characteristics of stamps.

***Activating Prior Knowledge****:*

Can anyone tell me what other classes you have today? What are you learning about in those classes? If you were trying to represent the importance of a concept you are learning about in another class what would you include in a drawing?

***Procedure:***

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| Teacher Actions | Student Actions |
| 1. Teacher starts the class with Anticipatory Set- Have students choose examples of stamps that interest them in some way. Question about stamp concept and about the reason for their stamp choices.  2. Have students examine their stamps to notice characteristics of stamps as well as colors, layouts, and possible reasons of design.  3. Activate Prior Knowledge- Can anyone tell me what other classes you have today? What are you learning about in those classes? If you were trying to represent the importance of a concept you are learning about in another class what would you include in a drawing?  4. Show students samples of stamp designs on board.  5. Tell them they can just use pictures or include text in their design to depict the area of study they chose to base their stamp on.  6. Hand out worksheet and rubric so they know what they will be graded on and so they can answer questions while they are designing their stamp.  7. Have students construct a stamp design using color, line, and shape to depict a specific concept they are studying in another class, such as science or history, while also incorporating the main characteristics of a stamp.  8. Check up on students as they begin their stamp design.  9. Inform students that it is time to finish up their stamp and to start cleaning up their areas.  10. Closure- Tell students if they need extra time to finish up their design that they can come after school or take their design home to finish and the project and worksheet will be due at the beginning of next class with a self-assessment sheet included. | 1.Students go to center table to choose stamps that interest them in some way. They answer questions about stamp concept and reasons for their stamp choices.  2.Students examine their chosen stamps and notice characteristics and possible reasons for design.  3.Students answer questions about their other classes and what they are learning. They brainstorm ideas to represent material being learned.  4.Students view teachers examples of stamp designs that are hanging on board.  5. Students listen as teacher explains criteria for this project  6. Students look at worksheet and rubric before they start working on their project.  7.Students start drawing and use colored pencils to design and color their stamp design.  8.Students continue to work on stamp design.  9. Students finish up project and start to clean up their areas.  10.Students remain in seats until the bell rings while listening to the teachers closure. |

***Closure****:*

Ask students what kind of ideas they came up with. See if anyone came up with the same concept but a different way of representing it as a stamp design*.* Explain to students thatif they need extra time to finish up their design that they can come after school or take their design home to finish. Tell students that the project and the explanation/self-assessment worksheet will be due at the beginning of next class.

***Additional Concept Related Activity:***

Have students come up with text, either a word or a phrase, that helps depict their stamp design idea to a viewer. Have students add the text to their postage stamp design. (may be used for extra credit option)